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This document mentions that the Cincinnati preschool program is funded through the Economic Opportunity Act and the Elementary and Secondary Education Act and that the program's purpose is to provide an environment to stimulate and aid the intellectual, physical, emotional, and social development of 4- and 5-year olds. The guidelines in this report state objectives concerning classroom organization, child selection, and curriculum. Instructional activities are outlined in a daily timetable. Classroom learning areas, a language program, health, special services, discipline, materials, and field trips are also discussed. Under the program staff section, the qualifications, responsibilities, and inservice training program are discussed. The roles of parents and volunteers are delineated in another section. An appendix contains forms for business conducted by the program and a list of equipment for each classroom. (DO)

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GUIDELINES

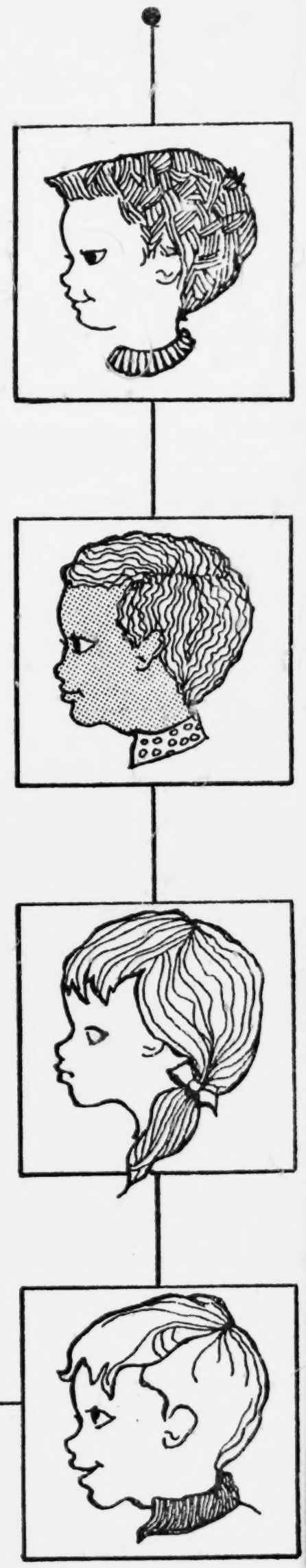
PRE-SCHOOL PROJECTS

PS001595

CINCINNATI PUBLIC SCHOOLS

DIVISION OF EDUCATIONAL OPPORTUNITY SERVICES

REVISED SEPTEMBER, 1968



GUIDELINES

PRE-SCHOOL PROJECTS

HEAD START - EARLY CHILDHOOD EDUCATION

PREFACE

The need for early learning experiences for children, especially in disadvantaged areas, is now a national concern. Generally, the educational handicaps of older pupils can be traced to language and reading deficiencies in childhood and the consistent pattern of failure due to limited learning experiences and low levels of motivation. Research and growing data in the area of early childhood education suggest that the young child is more flexible and amenable to change, and more important, he has not experienced academic failure patterns which act as blocks to learning.

Cincinnati, as other large cities has areas or pockets of families with low incomes. Environmental and economic background and present living conditions of these families indicate a need for early intervention in the educational experience of children coming from these circumstances. Cincinnati has operated pre-school programs since 1965 and is currently using funds provided under the Economic Opportunity Act and the Elementary and Secondary Education Act in an expanding pre-school program. The development of curriculum, utilization and training of staff, organizational patterns, articulation with primary school program and parent involvement are problems that require constant evaluation and change in approaches.

The guidelines which follow were developed to give a point of view and describe basic procedures in operating the pre-school program in the Cincinnati Public Schools.

These guidelines were prepared by Jane F. Pope, Project Coordinator, Early Childhood Education, and Betty S. Robinson, Coordinating Teacher, Early Childhood Education, under the direction of Dr. Marius P. Garofalo, Director of the Division of Educational Opportunity Services. They were

reviewed by Anna M. Evans, Associate Director, Division of Instructional Services, and Elizabeth F. Oxley, Supervisor, Primary Grades.

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PROGRAM PLAN

Purpose

The pre-school educational program operated in the Cincinnati Public Schools is funded through the Economic Opportunity Act and the Elementary and Secondary Education Act.

The program is concerned with providing an environment which will stimulate and aid the intellectual, physical, emotional, and social development of children ages four and five. It aids the development of necessary skills, attitudes, and habits for experiencing success in a regular school program beginning in the kindergarten year.

Organization of Classroom

Each class will consist of fifteen to twenty (15-20) children. Children will attend classes five days a week. Both morning and afternnon classes will be conducted in school centers except those operating half time. Morning sessions will operate 8:30 - 11:35 a.m.; afternoon sessions, from 12:35 - 3:30 p.m.

Each pre-school classroom will be staffed with a full-time instructor and an instructor assistant. In addition, a language teacher will spend approximately one day a week working with pupils in each center providing for a ratio of one adult per five pupils at least one session a week. Other supportive personnel include a psychologist, psychiatrist, social workers, and parent education leaders. Volunteers will be recruited and used in the program.

Selection of Children

The children in the pre-school classes will be four (4) years of age on or before September 30th, thus meeting the age requirement for admission to kindergarten the following September as required by the state of Ohio.

Admission to the program will also be carefully screened with consideration being given to:

Limited or low family income

The needs of children as ascertained from sibling records or interviews that indicate poor home environment

Each child's physical condition -- no physically handicapped child requiring special attention will be admitted

Known low achievement level within the family

All applications will be completed by parents or guardians on standardized registration cards. Final screening will be done by the project coordinator and principals in the schools where classes will be conducted.

Program Learning Core

The curriculum will provide first-hand experiences, excursions, and situations in which the child experiments, manipulates toys, and uses a variety of equipment and materials. The core of the curriculum will be language development. Concern will be given in all daily activities to the development of perceptual skills, motor control, and creative activities.

Classroom activities will be designed to help each child grow and develop in the way that is best for him. While children at times will participate in groups because of their need for this experience, instructors will endeavor to provide a program of experiences for individual children after considering their varied needs and growth patterns. Ethnic background factors are to be recognized also in planning activities for children as well as their parents.

In recognition of the multiple needs of children from disadvantaged areas, the program will include medical, dental, nutritional, social services, and increased parent education. The instructional program will be extended to younger sisters and brothers through home visitations.

INSTRUCTIONAL ACTIVITIES

The Child and His Relationships

The child's relationships establish a basis for his learning and the attainment of all goals. The pre-school program gives particular attention to:

Child's relation to himself
- evidence of being welcomed
- help in self-identification
- acceptance of his efforts and productions
- help in developing increased skill and higher standards of performance

Child's relation to teacher
- security and confidence
- stimulation, learning
- liking and enjoyment

Child's relation to other children
- liking and enjoyment
- working together on basis of free choice
- learning techniques for protecting own rights
- learning to get along with others
- learning to develop and handle close relationships in a social setting

Child's relation to his home and family
- acceptance of family values while teaching school ways
- presence of family member as needed or just welcomed
- evidence of interaction between home and school, on child's level and parents' level

Objectives

The pre-school program provides rich and varied experiential opportunities to help lead children to greater awareness and discovery. Pupils are encouraged to participate in daily activities that place emphasis on the following objectives:

Development of cognitive skills, such as:
- to understand quantitive ideas as they relate to experiences
- to increase perceptual abilities
- to solve problems arising in day-by-day experiences

Increased language facility and listening skills, such as:
- to express ideas using increased and enriched vocabulary
- to effectively communicate ideas and feelings

to listen attentively and for a specific purpose
to appreciate stories and poems
to explore the world of books

Development of desirable social skills, such as:
to express himself in socially acceptable ways
to accept discipline and practice emotional control, commensurable with age and maturity
to display cooperative attitudes toward group living, sharing equipment and taking turns

Development of good physical and mental health, such as:
to practice good health and safety habits
to show wholesome feelings toward himself and others
to gain self-confidence and independence in handling situations commensurate with age and maturity

Development of more satisfying self-concept, such as:
to experience success
to desire to learn
to perceive himself as a learner
to gain acceptance, security, and assume responsibility

Planning the Day

The program should be created each day out of the needs, interests, and abilities of individual children. The attention span of the children should be taken into account in planning, with a balance between active and quiet play. Daily opportunities for self-selected and self-directed activities should be incorporated into a flexible program.

Children must be prepared to function as members of the total school population. Planning should include procedures to be followed in fire-drills and other situations that call for compliance with building rules and regulations.

Activities of the Day

Morning

8:30 - 8:45	Teacher arrival, staff preparation for daily activities

8:45 - 9:00	Children's arrival Morning snack Routines (health inspection, greetings..) Quiet activities Planning for the day
9:00 - 10:00	Free play (doll house, big blocks, wheel toys) Manipulative materials (beads, pegs, etc.) Perception building materials (puzzles, books, etc.) Creative activities Art media of all kinds Construction materials and accessories Problem solving - exploratory activities Science experiments Materials to take apart and put together again
10:00 - 10:15	Routines (clean-up, bathroom, etc.) Rest - At tables and on mats Quiet time or with music for listening
10:15 - 10:45	Outdoor play Games Walks Outdoor equipment
10:45 - 11:00	Small group activities selected by the teacher from the following: Story time with books, pictures, flannel boards, etc. Songs Puppets Records Finger plays, verses Rhythms Other special activities
11:00 - 11:25	Hot lunch
11:25 - 11:40	Dental hygiene (brushing teeth) Evaluation Dismissal

Regular planning should follow a plan similar to that indicated in the suggested program, but some flexibility of scheduling is important.

<u>Afternoon</u>

12:30 - 1:20	Children's arrival Lavatory Hot lunch

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			Dental hygiene (brushing teeth) Planning for the day Quiet activities
1:20	-	2:20	Free play
2:20	-	2:35	Routines (clean-up, bathroom, etc...) Rest
2:35	-	3:05	Outdoor play
3:05	-	3:20	Teacher-directed activities
3:20	-	3:30	Snack Evaluation Dismissal

Language Program

All activities in the pre-school program provide opportunities for growth in language development. In addition to the activities planned and conducted by the classroom teacher, a language teacher will spend approximately one day a week in each center working with individuals or small groups of children. Activities planned by the language teacher may take place throughout the daily program. Some opportunities for learning that may be provided throughout the day are listed below.

Snack Time
- discuss experiences
- share knowledge
- gain information

Planning Time
- communicate with others
- plan activities
- evaluate experiences

Free Play
- develop new concepts
- extend known learning
- increase and enrich vocabulary

Rest Time
- enjoy a story or poem
- increase listening skills

Outdoor Play
listen for specific purpose
speak to give directions

Small Group Activities
listen to favorite story
create original lines
interpret stories or poems
create dances
learn simple rhythms
tell stories in sequential order
dramatize experiences or stories

Lunch Time
discuss new foods
learn descriptive words
practice table manners
relate experiences from home

Classroom Learning Areas

To meet the many needs of pre-school children, careful attention is given to the physical environment in which they live. The classroom is divided into several areas: the language corner, the block area, the play house corner, the painting area, the worktables and chairs, the water table, the science table, a place for coming together as a group, space for rhythmic activities, and a place for storing out-of-door clothing. Each area is important and provides for special needs. The sensitive teacher will be alert to expand one area and delimit another to meet the needs of a group of children.

The Language Corner - The language corner provides a place for looking at books, using the listening post, retelling stories with flannel figures or other characters, and working with the language teacher. This corner should be located away from noisy areas. A special table, attractive chair covers, and a small colorful rug may be used to make this corner an inviting area.

The Block Area - The block area should be allotted ample space. Unit blocks are housed on shelves low enough for children to reach. Small cars and trucks, figures of animals and people, large hollow blocks and boards, and ride-on cars and trucks are kept on or near the block shelves.

The Play House Corner - The play house corner may be set apart from the

rest of the room by making walls with a playhouse frame, low screens and shelves, or the doll furniture itself. Furniture usually includes a table and chairs, a stove, a sink, a refrigerator, doll beds, and storage of some kind for doll and dress-up clothes. Furniture can be made for this area.

The Worktables - The worktables and chairs do not have to be arranged in any set pattern. They should be convenient to the manipulative toys and other supplies which children use; but a seemingly random arrangement is more desirable than a rigid alignment.

The Painting Area - The painting area should be out of any major traffic pattern. This area may provide for easel painting and the use of paints on a carefully covered part of the floor. Paint smocks should be placed where children will be able to reach them unassisted. Some arrangements must be made for hanging freshly painted pictures until they are dry.

The Water Table - The water table should be located near the source of water. Waterproof smocks should be stored nearby. Funnels, plastic bottles, cups, measuring spoons, boats, and liquid detergent provide the opportunity for experimentation.

The Science Table - The science table should be located out of the traffic area. Materials on the science table encourage curiosity, experimentation, and manipulation.

The Meeting Area - This area is the place where children come together as a group for planning, discussion, stories, and music. The children may sit on the floor. The teacher should have a low chair so that she can be of eye level with the children. If a piano is in the room, it should be located near this area.

Any room arrangement must provide room for marching, skipping, and moving from one area to another. Spaces between tables should be wide enough for children to pass when chairs are out from under the table. The area in front of all doors must be clear. If a room is small and there is not enough floor space for all the areas mentioned, the teacher must select the areas of greatest interest to the children.

The classroom should reflect neatness and order to give the feeling that there is a place for everything. Children need the security of knowing where to put materials and what is expected.

The teacher who plans and maintains a successful room is aware of purpose, order, and flexibility. The pre-school classroom provides a setting in which the children and teacher can grow and learn together.

Health

Children enrolled in the pre-school program will receive a daily health check by the classroom instructor. If a child is ill, he will be sent home by the classroom instructor or school principal. If a child contracts a communicable disease, he will be required to have an admittance slip from the attending physician or health clinic before he may return to the center.

Physical and dental examinations will be arranged and scheduled for all children enrolled in the program. Each child receiving a physical examination must be accompanied by his or her parent. A dental care permit must be signed for each child before the child may receive the required dental services.

Nutrition is an important phase of the project. An early morning snack and an adequate hot lunch will be served daily. A nutritionist from the school system will consult with teachers and parents.

Special Services

The services of a psychologist, psychiatrist, social worker or visiting teacher, and language teacher will be available. The psychologist and psychiatrist will make visits to each center, observe the children in action, and initiate help where it is needed. These services will be available upon instructor referral or request directed to the pre-school special service staff. The social worker or visiting teacher will visit in the homes of the children and act as a liaison person between the home and the school. Language teachers will work with instructors, providing individual or small group help. In addition, they will work in homes.

Discipline

There is a reason for all behavior, and the classroom instructor will be alert to and aware of individual behavior at all times. A desire to develop acceptable behavior on the part of the children will be the goal of discipline standards at the centers. A minimum number of necessary rules will be established. The early establishment of routines will help children as they adjust to group living.

Physical force shall not be used with any of the children. However, it may be necessary to restrain a child at some time in order to prevent injury to himself or to other children.

Use of Materials

The kind, quality and variety of materials available to the child and the guidance of his use of them provide for:

Free choice of activity within a relatively wide range

Free, exploratory use of materials

Variety of interests and developmental needs, including
- manipulation and construction skills
- sensory discrimination
- large muscle use and physical activity
- language and communication
- real work
- recapitulation in dramatic form of life as the child sees it
- increasing acquaintance with scientific and social world

Progressive development of skill, encouraging acceptance of the child's ability as it exists with provision for constant increasingly complexity of both skill and understanding

See Appendix.

Walks and Excursions

Walks and excursions will be valuable and enriching experiences for the children. Many walks through the immediate neighborhood can be made meaningful. The classroom teacher must plan ahead of time to be sure that all details

of any trip are complete. Permission slips, signed by the parents and on file with the classroom teacher, are necessary before teachers and children take walks in the neighborhood. Suggested walks include:

Neighborhood Fire House
Neighborhood Grocery Store
Barber Shop

Drug Store
Park Areas (seasonal changes, monuments, statues, animals and birds, pleasure)
Numerous "looking and listening" trips throughout the immediate pre-school neighborhood

Bakery
Outdoor Market
Construction Sites (to see equipment, vehicles, and buildings basic structure)

Library
Post Office

Excursions outside the neighborhood should be taken by each center during the school year. Dates should be selected and requests for transportation submitted to the project coordinator. Special parent permission slips are required for each child before each trip involving transportation. Trip plans are to be reported on the form provided for this purpose and submitted to the coordinating teacher.

Cincinnati Zoo - The Cincinnati Zoo affords opportunity to see many different animals, birds, and fish. A train ride passes over the lake and encircles the entire area. The Nursery, located in the Ape House, houses very young animals. The Children's Zoo is of special interest with a wide variety of domestic and wild animals.
Phone: 241-8100

Burnet Woods - The resources Burnet Woods can provide are the beauty of nature in the woods, its Botanical Gardens, its lake with ducks to feed, the Trailside Museum, and a recreational area.
Phone: 281-0190 - Trailside Museum
961-6628 - Cincinnati Park Commission

Krohn Conservatory - Eden Park - Krohn Conservatory is located in Eden Park. The Conservatory is a building made of glass, inside of which are flower exhibits of seasonal flowers, tropical plants, foliage, a waterfall and stream of fish. The surrounding Eden Park affords opportunity to see the beauty of nature and a view of the Ohio River

from Lake Circle.
Phone: 721-0851 - Eden Park Greenhouse
961-6628 - Cincinnati Park Commission

Cincinnati Museum of Natural History - Exhibits of plants, animals, birds, fish, rocks are available, and a coordinator conducts guided tours to explain these to the pre-school child. A Wilderness Trail shows animals in their natural surroundings. A film is also shown to acquaint children with certain animals and their habits.
Phone: 621-3889

Lunken Airport - Air travel -- airplanes landing and taking off, hangars, landing strip, tower, wind sock, jet hangar, and jet strip are all available for children to see.
Phone: 321-4132

"The Land of Make Believe" - Located in the Airport Playfield and operated by the Cincinnati Recreation Commission. "The Land of Make Believe" brings together at one site samples of various kinds of transportation: fire engines, a steam locomotive, a jet plane, a stage coach, an old-time police wagon, two anti-tank guns, a railroad caboose, life-size horses, and a Conestoga wagon. Children may enter this equipment and pretend to their heart's content. Additional play equipment including slide and swings is available. "Land of Make Believe" opens April 1st.
Phone: 321-2740 or 321-6500 - Mr. William Woerner

Parents Tour to Points of Interest -- Seven Hils Tour - This is a new addition to the list of excursions and grew out of suggestions by the Parent Advisory Committee -- namely, that in addition to accompanying children and teachers on excursions, it would be helpful for them in their efforts to be of help to their children if they could have an opportunity to explore the community in greater depth.
Phone: 621-9450 - City Transit

PROGRAM STAFF

General direction of the program will be given by the Director of the Division of Educational Opportunity Services in cooperation with the Associate Director of the Division of Instructional Services.

Staff Qualifications

It is important that all applicants:

Have a genuine liking for children and a sincere interest in working with pre-school children

Be willing to work closely with other adults and be flexible when program changes are necessary and important in meeting the needs of children

Be willing to attend workshops or study groups as planned by the coordinating teacher and/or coordinator for the Early Childhood Education Program

Be interested in expanding their knowledge of the pre-school child through reading and study

Staff Responsibilities

Project Coordinator - This person works closely with the program staff and school centers in carrying out supervision and administration of the project. Duties include: to consult with principals in organizing pre-school centers; to purchase materials; to keep accurate records; to assist the Division of Staff Personnel with employment of personnel; to assist in program development and project evaluation; to assist in arranging for physical examinations, dental examinations, and psychological tests; and to assist in planning and executing staff training.

Coordinating Teacher - The coordinating teacher will supervise the teaching staff in this project and the implementation of the educational program. Duties include: to assist with the articulation of the pre-school curriculum with the curriculum for kindergarten; to collect and disseminate promising practices; to prepare a report on successes and needed adaptations in the educational program for four and five-year-olds; and to assist in planning and executing staff training.

Secretary - This person will work with the program as assigned. She will perform normal clerical duties.

Language Teacher - This person works closely with the coordinating teacher and instructors in carrying out a planned language program. Duties include: to work with individuals or small groups of pupils to develop communication skills; to expand language experiences and vocabulary; to develop listening skills; and to work with speech teachers for improvement in speech. In addition, the language teacher will have responsibility for working in the home with parents and children under school age in an effort to encourage and establish a home environment conducive for the growth of each individual within the family unit.

Instructor - The instructor will plan and work directly with children to carry out the instructional program; plan with and supervise activities of instructor assistant; interview students and parents; arrange parent activities; make home visits where there is a need; keep those records necessary for reporting classroom activities, pupil progress, and school center program.

Instructor Assistant - This person will conduct activities assigned by the instructor; work with individual or small groups of children; assist with the nutritional program; give bathroom assistance; help with physical details of classroom operation as needed; assist with parent program and home visits as advised by the instructor.

Psychiatric Social Worker - This person will work cooperatively with the Director of Psychological Services in coordinating pre-school special services. Duties include: to coordinate the services provided by the social work staff, psychologist, and psychiatrist; to screen all referrals of children; to assign each referral to the appropriate individual or agency; and to provide leadership in social case work with parents.

Psychiatrist - The psychiatrist assigned to the project will give psychiatric evaluation and/or referral advice for children identified as having adjustment problems and serve as a resource person for the staff.

Psychologist - The psychologist will administer test instruments on an individual basis; interpret findings; consult with parents and teachers in follow-up; and work with staff in a psychological study of those children evidencing need of help.

Visiting Teacher and/or Social Worker - This person is responsible to the psychiatric social worker as well as the project coordinator. Duties include: to serve as liaison person in integrating school and community services; and to work with individual children and their families in such problems as maladjustment, failure to learn, or non-attendance.

Parent Leader - This person will be assigned to the special service staff and work cooperatively with the instructor and social worker. Duties include: to help create an "atmosphere of welcome" to parents of children enrolled at the center; to assist the instructor in planning programs for parent meetings; to visit homes for the purpose of recruitment of children or where contact is necessary; to interpret the program to parents and to the larger community; and to assist in any way to assure parent understanding, cooperation, and involvement in the program.

Social Worker Aide - This person will be assigned to the special service staff. Duties include: to assist the social worker in routines; to assist in setting up conferences and preparing materials; and to assist in work with families under the direction of the social worker.

IN-SERVICE PLAN

In-service training is provided for both teachers and aides to insure professional growth and increasingly effective performance. The in-service program is continuous and includes orientation, regularly scheduled meetings, and workshops. Consultants, representatives from community agencies, and pre-school and administrative staff members will conduct and participate in these meetings.

Suggested Readings

In addition to the planned in-service training, each staff member is expected to plan a program of independent study that will improve job performance. The following suggested readings may be of value in obtaining information that will strengthen classroom programs.

Almy, Millie. "New Views on Intellectual Development in Early Childhood Education," in Intellectual Development: Another Look. Washington, D.C.: Association for Supervision and Curriculum Development, 1964.

Baldwin, Alfred L. Theories of Child Development. New York: John Wiley, 1967.

Bereiter, Carl and Englemann, Siegfried. Teaching Disadvantaged Children in the Pre-School. Englewood Cliffs, N.J.: Prentice Hall, 1966.

Bloom, B.J., Davis, A. and Hess, R. Compensatory Education for Cultural Deprivation. New York: Holt, Rinehart, and Winston, 1965.

Brisbane, Holly and Riker, Audrey. The Developing Child. Peoria, Illinois: Charles A. Bennett, 1965.

Brunner, Catherine. "Pre-School Experiences for the Disadvantaged." The Sixty-sixth Yearbook of the National Society for the Study of Education, Part 1. Chicago: University of Chicago Press, 1967.

Bruner, Jerome S., Oliver, Roser R., and Greenfield, Patricia M. Studies in Cognitive Growth. New York: John Wiley, 1966.

Deutsch, Martin and Associates. The Disadvantaged Child. New York: Basic Books, 1967.

Fraiberg, Selma. The Magic Years. Chas. Scribner's Sons, 1959.

Frost, Joe L. Editor. Early Childhood Education Rediscovered. New York: Holt, Rinehart and Winston, 1968.

Gardner, Bruce D. Development in Early Childhood. New York: Harper and Row, 1964.

Ginott, Haim G. Between Parent and Child. New York: Macmillan, 1965.

Hammond, S.L., Dales, R.H., Skipper, D.S. and Witherspoon, R. Good Schools for Young Children. New York: Macmillan, 1963.

Hartup, Willard and Smothergill, Nancy. The Young Child. Washington, D.C. National Association for the Education of Young Children, 1967.

Hymes, James. The Child Under Six. Prentice Hall, Englewood, N.J., 1964.

Landreth, Catherine. Early Childhood: Behavior and Learning. New York: Knopf, 1967.

Lowenfeld, Victor and Brittan, W. Lambert. Creative and Mental Growth. New York: Macmillan, 1964.

Neubauer, Peter B., Editor. Concepts of Development in Early Childhood Education. Springfield, Illinois: Charles C. Thomas, 1965.

Pitcher, Evelyn, Lasher, Miriam, Feinburg, Sylvia, and Hammond, Nancy. Helping Young Children Learn. Columbus, Ohio: Merrill, 1966.

Schulman, Anne. Absorbed in Living. Washington, D.C.: National Association for the Education of Young Children, 1967.

Wann, K., Dorn, M.E. and Liddle, E.A. Fostering Intellectual Development in Young Children. New York: Bureau of Publications, Teacher's College, 1962.

Periodicals

Childhood Education. Association for Childhood Education International, Washington, D.C. 20016. Published nine times a year September - May.

Young Children. National Association for the Education of Young Children, Washington D.C. 20009. Published six times a year.

Other Resources

The following organizations publish many pamphlets on program for young children and the growth and development of children.

Bank Street College of Education
69 Bank Street
New York, New York 10014

Child Study Association of America
9 East 89th Street
New York, New York 10028

Department of Elementary-Kindergarten-Nursery Education
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Eric Clearing House on Early Childhood
University of Illinois
805 West Pennsylvania
Urbana, Illinois 61801

National Kindergarten Association
8 West 40th Street
New York, New York 10018

Merrill Palmer Institute
71 East Ferry
Detroit, Michigan 48202

Play Schools Association
120 West 57th Street
New York, New York 10019

ROLE OF PARENTS AND/OR VOLUNTEERS

Parents

Parents will be encouraged to share freely in the program. Provisions will be made for inter-action and inter-understanding in relationships between the parents, teaching personnel, and special service staff of the center or classroom through:

Casual daily contact
Parent observations in the classroom
Parent involvement in the program -- volunteers, assisting on trips or on various occasions in the center or classroom

Home visits by staff
Participation in workshops
Parent discussion groups at the center or in the community with instructional and social service staff

Participation on Parent Advisory Committee
Planned parent-teacher conferences
Employment as assistant in program.

It is hoped that parent participation will develop a better understanding on the part of the parents for their children and will improve the quality of experiences provided in the home. Cooperative parent-teacher relationships are intended to demonstrate to the child the respect, appreciation, and concern of teacher and parent for him.

Volunteers

Volunteer personnel, drawn from the whole community, can bring a wide variety of skills and talents to a center. These persons should be interested in working with young children. They should be friendly, stable, pleasant, and responsible individuals.

Volunteers fall into two groups, each of which must be recruited and oriented in different ways. Parents or other relatives of children enrolled in the center and other residents of the immediate neighborhood would comprise the first group; representatives of the larger community would fall into the second.

A desirable characteristic which all volunteers should develop is a sensitivity to the values of different cultural patterns of behavior. Mixing volunteers from divergent backgrounds can enrich the experiences offered all participants and can help them to better understand habits different from their own.

Persons indicating an interest in helping on a volunteer basis will take part in a planned group or individual orientation program. This orientation will increase their understanding of the purposes of the pre-school program and how they can best assist.

Volunteers can help in many ways. They may:

Take small groups on walks around the immediate neighborhood
Assist on planned excursions into the larger community
Use any teaching or recreational training needed for conducting special art, musical, or physical activities

Assist with recruitment and registration of children
Take children home where parents or older children are unable to call for them
Arrange special projects such as: visits from firemen and policemen, purchases at store, cooking popcorn, pudding, or making jello, etc.

Help at parent and other meetings
Give guidance in activities with individual children
Tell or read stories
Help parents to make use of available community resources

EVALUATION

Records

Careful observation of the children will be made by the classroom instructional staff, and anecdotal records will be kept for each child. Observations will be recorded while the child is active and will be interpreted later.

Evaluation of the pre-school program will be longitudinal in nature. Data will be collected through observation, testing, and pupil records for each child enrolled in the program.

Outcomes

It is hoped that the experiences in pre-school will build foundations for the development of the following desirable outcomes in each child:

A more desirable self-concept
Cooperative attitudes toward group living and taking turns
Desirable attitudes of sharing equipment with his peers

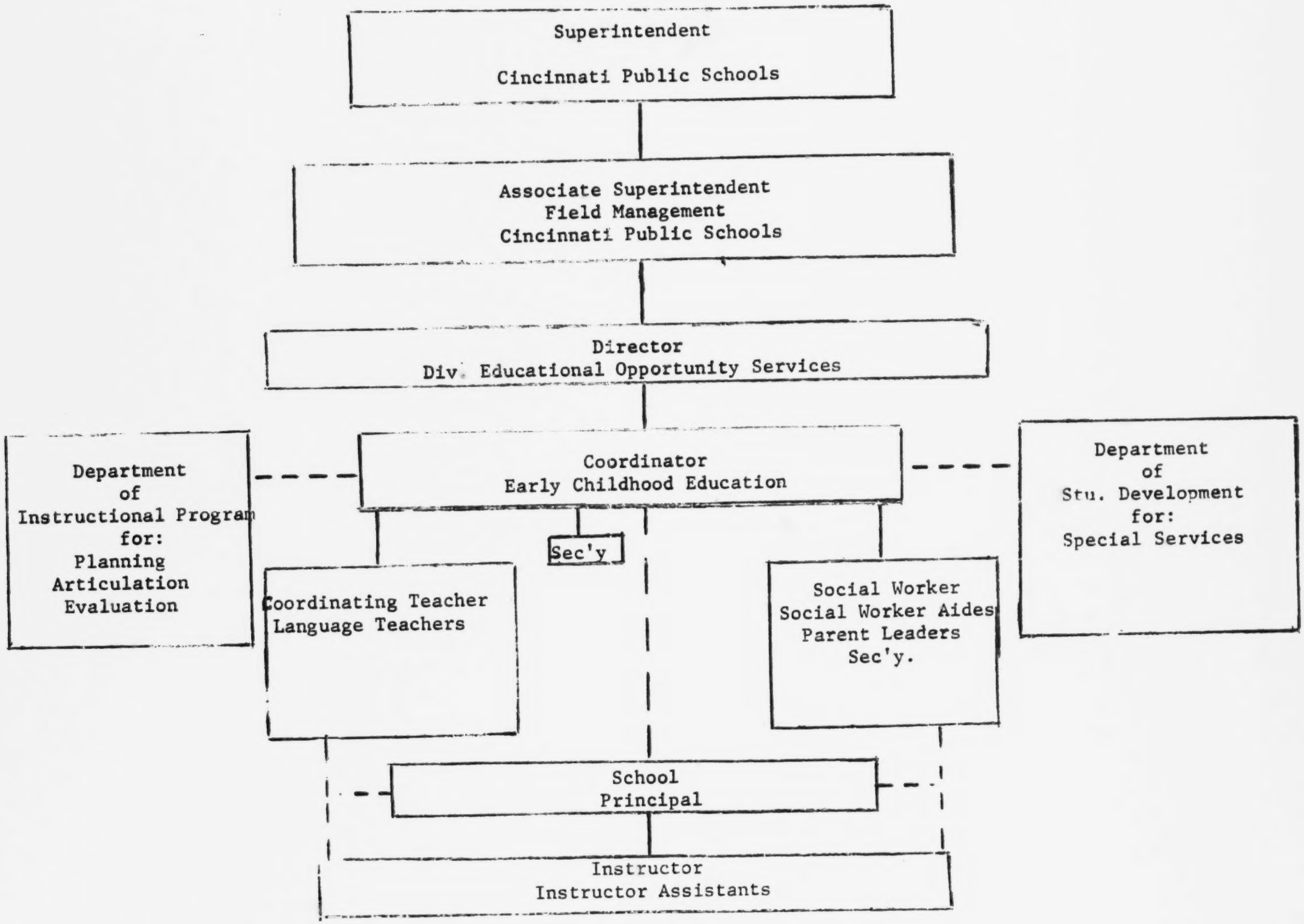
Some independence in caring for himself
An appreciation for stories and poems
Large muscle and small muscle coordination, and enjoys both outdoor and indoor play

Language ability to communicate his ideas and feelings
A broader vocabulary and extended word meanings
Ability to express himself in various art media

An enjoyment of music through group singing and a desire to sing alone
Ability to express himself through rhythms
Auditory and visual perception through listening, discussion, manipulation, and experimentation.

APPENDIX

ORGANIZATIONAL CHART



September 3, 1968

PRE-SCHOOL ADVISORY COMMITTEE

Name	Location
Mrs. Anna Cooper	Cincinnati Public Schools
Mr. Robert Englert	Cincinnati Public Schools
Miss Anna Marie Evans	Cincinnati Public Schools
Mrs. Isabelle Grayman	Cincinnati School Foundation
Mr. Marius P. Garofalo	Cincinnati Public Schools
Mrs. Marion Jelin	Community Action Commission
Mr. Robert Judd	Children's Federation Council
Rev. Herman Kenning	Superintendent, Parochial Schools
Mr. Harry L. Lodge	Cincinnati Public Schools
Mr. Charles B. Miller	Cincinnati Public Schools
Mrs. Betty Montgomery	Regional Training Office
Mrs. Patricia O'Reilly	University of Cincinnati
Dr. E.E. O'Brian, DDS	Cincinnati Public Schools
Mrs. Elizabeth Oxley	Cincinnati Public Schools
Mrs. Jane F. Pope	Cincinnati Public Schools
Mr. John Ramey	Executive Director Greater Cincinnati Federation of Settlements and Neighborhood Centers
Mrs. Martha Ransohoff	University of Cincinnati
Dr. Louise Rauh	Pediatric Department
Mr. Al Sabato	Cincinnati Public Schools
Mrs. Virginia Winston	Cincinnati Public Schools
Dr. Kathryn O'Connor	Cincinnati Public Schools
Dr. Richard Wolf	Mental Health Federation
Mrs. Roberta Wooten	Family Service
Miss Sarah Metzger	Cincinnati Public Schools

Name	Location
Dr. Marilyn Sholiton	Cincinnati Health Department
Miss Joan Bollenbacher	Cincinnati Public Schools
Mrs. Hilda Gilbert	Administrative Assistant Hamilton County Welfare

Cincinnati Public Schools
Educational Opportunity Services
Pre-School Projects
(Head Start-Early Childhood Education)

Parent Meetings

Center_____ Date_____

Persons Attending:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Description of Meeting:

General Comments and Recommendations:

_____
Name Position

To be returned to: Early Childhood Education
Education Center, 2nd floor

Cincinnati Public Schools
Educational Opportunity Services
Pre-School Projects
(Head Start-Early Childhood Education)

Record of Contact with Parents

Date _____

_____ _____

_____

Type of Contact:

Home Visit	_____	P.T.A.	_____
Open House	_____	Conference at School	_____
Casual Daily Contact	_____	Other	_____

Contacted Initiated By:

Teacher	_____	Parent	_____
Social Worker	_____	Principal	_____
Psychiatrist	_____	Pupil	_____
Visiting Teacher	_____		
Other	_____		

Brief Account of Conference - Attitudes, etc.:

Insights:

Suggestions for Recommedations:

CINCINNATI PUBLIC SCHOOLS
EDUCATIONAL OPPORTUNITY SERVICES

School _____

Principal _____

D A I L Y T I M E S H E E T

Week of _____

NAME	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										

Week of _____

NAME	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										

WEEKLY SCHEDULE

CENTER _____

DATE _____

INSTRUCTOR _____

I = Instructor
A = Aide

Indicate responsibilities of Instructor, Aide.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Health Inspection Snack Planning for the day Free Play				
Clean-up - Lavatory - Rest Outdoor Play				
Story, Songs, Poems, Special Activities				
Nutrition and Hygiene				
Evaluation - Dismissal				
Needs of Individual Children				

Include any children referred to Mr. Thierry

Cincinnati Public Schools
Educational Opportunity Services
Pre-School Projects
(Head Start-Early Childhood Education)

Volunteer's Time _____ School

_____
Month

Name	Date and Time	Total	Activities
	Date		
	In		
	Out		
	Date		
	In		
	Out		
	Date		
	In		
	Out		
	Date		
	In		
	Out		
	Date		
	In		
	Out		
	Date		
	In		
	Out		

Center Total _____

_____
Teacher Date

CINCINNATI PUBLIC SCHOOLS
EDUCATIONAL OPPORTUNITY SERVICES
PRE-SCHOOL PROJECTS
(Head Start-Early Childhood Education)

Pupil's Name_____ M F
Last First Middle Sex

Place of Birth_____ Birth_____
City State County Month Day Year

School_____ Teacher's Name_____

1. Personal

Section_____
Size of group_____
Attendance: Present____ Absent____
Parent Cooperation_____
Personal Appearance:
good_____
fair_____
poor_____
Health:
good_____
fair_____
poor_____
Notes:
_____
_____

2. Resting

Sleep_____
Relax_____
Will not relax_____

3. Language Ability

Knows name_____
Can name toys in room_____
Calls teacher by name_____
Talks about activities_____
Joins in finger plays_____
Can tell a short story_____
Talks about things he sees_____
Talks about things he does_____
Speaks clearly in simple sentences_____

4. Numbers

Counts
1-5; 1-10; 1-15; 1-20
Days of week_____

5. Physical

Coordination:

large muscle	small muscle
good_____	good_____
fair_____	fair_____
poor_____	poor_____
needs help___	needs help__

Can walk balance board_____
Can throw large ball_____
Can bounce large ball_____
Can play circle game_____
Can pedal tricycle_____

6. Social

Answers to his name_____
Calls others by name_____
Knows his belongings_____
Can dress himself_____
Waits his turn_____
Works with others_____
Plays with others_____

7. Readiness

Can work puzzles on 4-8 pcs._____
Can see differences in objects_____
Can give some oral interpretation of a picture_____
Listens attentively and responds_____
Can tell a story with some sequence in action_____
Enjoys and participates in some creative play:
Doll house_____
Puppets_____
Blocks_____
Is able to follow simple directions_____

SUMMARY OF CONTACTS

Date	Comments

EXCURSIONS

Center: _____ Place: _____

Teacher: _____ Date: _____

No. Children _____

No. Parents _____

Purposes:

Planning and Introductory Activities:

Excursion Procedures (Plans for the Day):

Follow-Up Activities:
(Use back of page)

Cincinnati Public Schools
Educational Opportunity Services
Pre-School

_____ has my permission to go
Child's Name

with his (her) teacher and class on walks in the neighborhood.

_____
Parent's Signature

Cincinnati Public Schools
Educational Opportunity Services
Pre-School

_____ has my permission to go
Child's Name

with his class to _____ on
Destination

_____.
Date

_____
Parent's Signature

-x-

REQUEST FOR PUPIL TRANSPORTATION SERVICES

Name of School _____

Cincinnati Public Schools
Educational Opportunity Division

Name of Project _____

Code _____

Trip Date	Depart From	Departure Time	Destination	Return * Time	Number **	Company Used (Leave Blank)

Special Instructions:

Directions: Prepare this form in triplicate and send to Division of Educational Opportunity at least two (2) weeks in advance of scheduled excursions. The Pupil Transportation Office will confirm all request(s).

* The Return Time should be the departure time from the destination point.
** Please indicate the number of children and number of adults separate in order that the proper capacity bus may be scheduled.

_____
(Signature of Person Requesting Service)

APPROVED:

_____
(Date Request Prepared)

_____
(Division Director)

DEOS Form 2 (Revised 5/68) (Other Editions Obsolete)

EQUIPMENT PER CLASSROOM

FURNITURE: For Classroom Organizational and Instructional Purposes

1 Teacher Desk

2 Adult Chairs

1 Adult Rocker

1 Bookcase, 34 1/2" wide, 30" high, 12" deep; or 36" wide, 55" high

1 Filing cabinet, two-drawer

1 Metal storage cabinet (Morgan Pre-School)

1 Refrigerator (Nutritional Program)

2 - 3 Shelves, low open; for toys, books, and blocks - storage

20 Pupil chairs, fiberglass,stack chairs 10" - 11" height - colored

5 Tables, trapazoidal 2-20" 3-21" formica top - colored

1 Table, round 36" diameter 20" high

2 Chairs

1 Small Rocker

2 Movable Coat Racks with shelf for rubbers at bottom (Heberle Pre-School)

EQUIPMENT: To provide varied learning experiences; sensory, auditory, motor, eye-hand coordination

1 Easel, double (if space permits, 2 double easels)

2 Movable pegboard screens

1 Paper cutter 18" blade

1 Sandbox, movable 24" high x 32" square x 8" deep

1 Water play table with top

1 Phonograph (3 speed) with plug for listening posts

15 - 20 Records - games, songs, literature

1 Tape Recorder

1 Set Listening Post (12 units)

HOUSEKEEPING SUPPLIES: For Dramatic Play

2 Brooms, small size

1 Broom, small push

2 Brushes, floor, long handle, 16" and 18"

2 Dustpan, long handle

1 Dustpan, long handle, child size

1 Mop, cone

1 Mop, cone, child size

2 Pails, different sizes, 1 cone pail

4 Sponges

6 Yds. Oil cloth, red, yellow, white

1 Container for paper towels

1 First Aid Cabinet, filled at recommendation of school physician

1 Mirror

LANGUAGE ARTS AND LITERATURE: For Developing Language Concepts

Flannel board with story characters

Large alphabet blocks

Hand puppets

3 Puzzles, SeeQuees (Humpty Dumpty, Hey Diddle Diddle, This Little Pig)

30 Story and Picture Books, carefully selected on the basis of age levels and including a wide variety of subjects to assist children in learning and understanding the world about them. (Consult local librarian for selection.)

MUSIC: For the Music Program

1 Set Rhythm instruments (24 piece) to include drum, triangle, tambourine, cymbals, maracas, tone blocks, rhythm sticks, song bells, shakers)

1 Autoharp (12 bar)

1 Tom Toms (Chinese skin)

SCIENCE: For the Science Program

1 Aquarium, large

Flower boxes

2 Magnets, bar, U, horseshoe

1 Magnifying glass (hand)

1 Magnifying glass (tripod)

Preserving Fluid

Pulleys, with buckets

Seeds and bulbs

2 Thermometers - indoor - outdoor

Vases, various sizes, frogs

OUTDOOR PLAY EQUIPMENT

TRANSPORTATION AND CLIMBING TOYS: For Large Motor Coordination

1 Large steel wagon

1 Medium steel wagon

1 Tricycle - 16"

1 Tricycle - 20"

1 Climbing structure or ladder box or nesting sets

ACTIVITY TOYS: For fine Muscle Coordination

3 Hoops (approximately 28" diameter)

1 Ring toss game

2 Utility Balls 6"

2 Utility Balls 8-1/2"

1 Rocking Board

4 Bean Bags

2 Jump Ropes

4 Water Paint Brushes

INDOOR PLAY EQUIPMENT

BLOCKS AND ADJUNCT TOYS: For Perceptual Development and Motor Coordination

1 Hollow Blocks (half school sets) 36 w/hand holes or rope lines

1 Steering Wheel Unit

1 Unit Building Blocks (Introductory set - 19 shapes - 108 pcs.)

1 Giant Grooved Domino Blocks

1 Wild Animals (Wood)

1 Farm Animals (Wood)

3 Balance Beams and Blocks (beveled edges and corners)

1 Rocking Board

LARGE TRANSPORTATION TOYS: For Perceptual Development and Motor Coordination

1 Transfer Truck

1 Big Bus

1 Station Wagon

1 Pick-Up Truck

DOLL PLAY AND HOUSEKEEPING TOYS: For Dramatic Play

1 Chest,for doll clothes

4 yds. Cloth for doll clothes

6 yds. Cloth for doll covers

10 Cooking Utensils, toy, assorted, aluminum

1 Dish Cupboard

2 Dishpans

1 Doll, rubber, baby

2 Dolls, 16", unbreakable, white, negro

1 Doll Bed, big enough for children to curl up in

1 Doll carriage

1 Set Doll Dishes, regular size, unbreakable

2 Housekeeping sets, small size, including broom, dustpan, dust mop

1 Laundry Set

1 Mirror, full length 12" x 48"

1 Sink

1 Stove, toy, wooden 24" high

1 Set Doll Table and 2 chairs

Assortment of artificial fruit and vegetables

2 Telephones, toy

1 Wooden ironing board and wooden iron

PUZZLES: For Visual Perception

1 Puzzle Frame for storage, wooden or steel

12 - 15 Puzzles, wooden, jig-saw, simple, 7-17 pieces, locked in frame

TOYS: For Visual Perception; Fine Motor Coordination; Concept Building.

12 Animals, hard rubber or vinyl

2 Boxes Beads, 1" wooden, colored, for stringing (500 to box); shoe strings

1 Set Blocks, wood nested

1 Set Blocks, Parquetry

1 Color Cone

1 Lacing Boot

1 Set Play People, wooden, firm base and scaled to correct proportionate sizes - community helpers and family

1 Toy Workbench fitted with hard plastic screws and bolts, hammers, and wrench

5 Peg Boards

6 Push and Pull Toys

CINCINNATI PUBLIC SCHOOLS
EDUCATIONAL OPPORTUNITY SERVICES
PRE-SCHOOL PROGRAM
(Head Start - Early Childhood Education)

Dear Parent:

From time to time official photographs of our pre-school program will be made for use by the Cincinnati Board of Education and daily newspapers.

These pictures will be representative of the enriching experiences offered your child before entrance to regular school.

Please sign the attached form and return immediately, giving us your permission to do this.

Thank you,

Jane F. Pope

(Mrs.) Jane F. Pope
Project Coordinator
Early Childhood Education

Date _____

I, _____, parent (or guardian) of _____, A minor, give my permission for him (her) to be photographed for use in an educational, non-profit publication intended to further the cause of public education.

I hereby give my consent to the foregoing.

Name _____

Address _____

SELECTION OF CHILDREN

We are asking that all principals, administrative assistants, and teachers follow through with the screening of all children for enrollment in the year-round-Pre-School Program, which is a part of the regular Head Start Program. Listed below is the eligibility scale revised by the Office Of Economic Opportunity Services as of September 1, 1967.

This criteria must be followed in screening of all applicants for Head Start Programs. Class size is not to exceed fifteen (15) children. Only one (1) of the ten (10) children may be from a family above the poverty line. The exception in class size occurs only in the half-time operation.

ELIGIBILITY SCALE

No. of persons in family	Dollars
1	$1,600
2	2,000
3	2,500
4	3,200
5	3,800
6	4,200
7	4,700
8	5,300
9	5,800
10	6,300
11	6,800
12	7,300
13	7,800